

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)    ☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. David Minter

Official School Name: Pine Grove Elementary

School Mailing Address:

10450 Stonegate Parkway

Parker, CO 80134-3750

County: Douglas    State School Code Number\*: 6938

Telephone: (303) 387-8075    Fax: (303) 387-8076

Web site/URL:

[http://www.dcsdk12.org/portal/page/portal/DCSD/Schools/Elementary\\_Schools/Pine\\_Grove\\_Elementary](http://www.dcsdk12.org/portal/page/portal/DCSD/Schools/Elementary_Schools/Pine_Grove_Elementary)

E-mail: david.minter@dcsdk12.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*: Mr. Steve Herzog

District Name: Douglas    Tel: (303) 387-0100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. John Carson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- |           |                                   |
|-----------|-----------------------------------|
| 46        | Elementary schools (includes K-8) |
| 9         | Middle/Junior high schools        |
| 10        | High schools                      |
| 0         | K-12 schools                      |
| <b>65</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 12683

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 9 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>PreK</b>			0	<b>6</b>	49	55	104
<b>K</b>	39	34	73	<b>7</b>			0
<b>1</b>	48	44	92	<b>8</b>			0
<b>2</b>	40	49	89	<b>9</b>			0
<b>3</b>	35	47	82	<b>10</b>			0
<b>4</b>	48	54	102	<b>11</b>			0
<b>5</b>	34	39	73	<b>12</b>			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							615

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native  
5 % Asian  
1 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
88 % White  
       % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	24
<b>(4)</b>	Total number of students in the school as of October 1.	624
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.038
<b>(6)</b>	Amount in row (5) multiplied by 100.	3.846

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 4

Number of languages represented: 2

Specify languages:

Spanish and Korean

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 30

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>2</u>
Special resource teachers/specialists	<u>6</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>7</u>	<u>2</u>
Total number	<u>51</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	93%	92%	93%	93%	92%
Teacher turnover rate	1%	8%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The 8% turnover rate from 2006-07 to 2007-08 occurred because we went off 4 track onto a conventional calendar and down-sized.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>		%

## PART III - SUMMARY

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Pine Grove, an elementary school in Parker, a suburb of Denver, Colorado, is an academically high performing school that has consistently provided a challenging, exciting and safe school experience for our students. Our school bears the name of the first elementary school in the Parker area. Our mission is to produce students who can read with understanding, write with clarity and use mathematics to solve problems. We believe students should have factual knowledge of the world in which they live and be able to apply that knowledge to new situations. We also believe that it is vital that students have a strong sense of responsibility and personal worth and are respectful of themselves, others and of reasonable limits.

Pine Grove has an educated and strong community that supports and dedicates many volunteer hours each week. Each and every day, parents and community members can be seen working with small groups of students throughout the school; reading in small groups or perhaps practicing math or vocabulary flash cards. We know that Pine Grove's success as a school is only as strong as the bond forged between the professionals who work with students each day and their families. We have a strong parent/teacher organization that works tirelessly with both fundraising and granting funds to insure that students and teachers have the resources they need to be successful. Traditionally, our educational alliance allocates funds to help provide a writing intervention teacher and purchase additional technology for students and teachers.

Pine Grove administrators have always placed a concentrated focus on hiring and keeping the best teachers in the area. Consequently, we employ highly educated and skilled teachers and deal with very little turnover each year. This is a good place to work. Our school has a tradition of consistently scoring as one of the top performing elementary schools in Douglas County School District in all core subject areas: reading, writing and math.

We provide a variety of resources that meet the needs of our diverse learners. Our Instructional Support Services for both moderate and significant support need special education students work diligently to provide students who struggle with the accommodations and modifications necessary to insure comprehensive access to the curriculum. Our gifted and talented facilitator enriches and expands the knowledge of those students on the other end of the spectrum. Both programs are done through both pull-out and inclusion models. We offer Mandarin Chinese to all students, grades 1-6, during the day and Spanish is offered as an after-school program for interested students. The Response to Intervention model is implemented throughout the school. Retired teachers are employed as intervention specialists for targeted students, and our intervention team meets regularly to discuss needs and progress of students. Our fine arts program offers vocal music, band, orchestra and visual arts classes. School-wide concerts offer our students a chance to showcase their talents. Our physical education classes are top-notch and focus not only on movement but on nutrition and overall health. Audio enhancement amplification systems are in every primary classroom; a school-wide computer lab, mobile laptop carts, a school-wide wireless network, LCD projectors, document projectors, interactive SmartBoards, and clicker systems are utilized to engage students and enable staff to provide and incorporate the most current instructional technology everyday.

We believe in and practice Positive Behavior Support and know that students benefit from this research-based program. Grover, our mascot, visits classrooms that display exemplary behavior and regularly introduces new twists on our positive approach to discipline and behavior. Students can receive both individual and class rewards for doing what they know is right.

Pine Grove has a rich tradition in excellence, in both academics and behavior. The neighboring middle school staff is often heard saying, "You can tell a Pine Grove kid!" Pine Grove takes time each year to honor its volunteers with an appreciation luncheon, and on the flip side, the parent community takes time each month to honor teachers and staff with Pine Grove's "Paw on the Back." Staff has been treated to desserts, luncheons, gift certificates and 10 minute massages, just to name a few.

There is a strong sense of family and appreciation at our school. We are proud of our children, our teachers and our parents for all contributing to such a tremendous school.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Pine Grove participates in the Colorado Student Assessment Program (CSAP) testing each year. This assessment is given in reading, writing and math for grades 3-6 and also science for grade 5. Scores are computed and reported as unsatisfactory, partially proficient, proficient or advanced based on the several subtest scores on each assessment. Parents and schools receive individual reports on each student showing the overall score along with the breakdown of the subtest scores in each subject area.

When analyzing our assessment trends over a five-year period in reading, the striking characteristic that sticks out is our consistency. Over the past five years, our overall scores of proficient and advanced have only varied 2-3% each year, while staying in the mid-90% range. Because Pine Grove is so predominately "white", when the scores of any of our racial groups varies, it is because the number of students making up that group is usually under five students and therefore, one student not doing well strongly changes the percentage.

Consistently over the years, our students on Individualized Educational Plans (IEP) continue to struggle. Depending upon the specific disability and the severity of each child in the program that year, proficiency percentages in reading vary between 38% and 69%. While these percentages are not strong, we see a positive trend. The percentage of IEP students scoring proficient is generally increasing from year to year suggesting that our interventions are working and progressing students toward independence.

When analyzing our five year trends in mathematics, one can see that our proficiency percentages are again, quite consistent, but not as high as our reading results. Again, in looking at our racial breakdowns, the numbers of students that these represent is so small that one student not scoring well dramatically drops the percentage. We are seeing consistency in Hispanic student scores and that is probably our largest subgroup racially, although it is still quite small. Proficiency for white students, our largest subgroup is on the rise and varies only from 88% to 94% - strong scores. Our IEP students are making good gains and are consistently improving from 31% proficiency to 66% proficiency. There is still room for improvement in this subgroup but the consistent growth is encouraging with regards to our intervention strategies and programming.

Information on the CSAP exam and benchmarks can be found at: [www.cde.org](http://www.cde.org)

### 2. **Using Assessment Results:**

Pine Grove Elementary participates in the state-wide CSAP testing, grades 3-6, every year in reading, writing and math. Fifth grade students also take a science assessment. Upon receipt of the individual, grade-level and school-level reports, teachers and administrators analyze data to determine successes and areas for improvement. The administrative leadership team begins by conducting a deep analysis of lowest scores that are pervasive throughout the grade levels. The results of this extended analysis are brought to the school-wide leadership team for verification and discussion. This discussion and the information gleaned is used as the basis for our school improvement plan every year.

Each year, teachers give three common writing assessments to be used to determine instruction and progress monitor student growth. Analysis of these results by grade level teams helps teachers understand the growth and continued struggles of each individual student. They then design writing instruction to meet the needs of each student based on the writing sample. Depending on the pervasiveness of the struggle, whole class or small group re-teaching will then occur to help students reach grade level performance.

Reading and math assessments given throughout the year offer similar opportunities for teachers to assess student growth and areas that need to have additional teaching in both reading and math. Guided reading groups can then be formed based on data analysis to meet the needs of students in reading, while small group instruction during practice time can give teachers time to re-teach concepts in math.



### **3. Communicating Assessment Results:**

The state mandated CSAP test results are shared in a variety of ways to students, staff and the community. Individual student results are mailed to each home with a letter explaining how to interpret the report. This report shows the student's achievement and compares it to the district's achievement and the state's achievement for each subject and grade level. Parents may easily assess the strengths or areas of weakness of their child.

Results are most often shared with students via their parents, especially in the youngest grades. But as children get older, we feel it helps students to have more of an active role in their education if results are reviewed between teacher and student. At our goal setting conferences at the beginning of the year, teachers are given time with each student and their parents to review progress and test results from the previous year. It is here that discussions take place about goals and interventions for the coming year. School-wide results are posted on our school website as well as in local newspapers. The district posts district-wide achievement scores, as well as results for each individual school within the district on its website and with the local media.

School Accountability Reports are generated at each school to present to the community the successes of the school with regards to adequate yearly progress for each child.

### **4. Sharing Success:**

Schools within Douglas County School district have the opportunity to share successes through a district news email that is sent out twice a month from our communications department.

We recently shared our efforts to help those less fortunate during the holiday season with other schools in our district. Instead of giving gifts to each other, our staff donates funds to the Parker Task Force while students donate food. Our school was able to donate over \$1400 and 900 pounds of food to those less fortunate during this particular holiday season. Pine Grove has now participated in this giving for two years and plans to make it a tradition that continues for many years to come.

We also let parents know when students receive honors and awards as well as when the school is given the honor of being a "Highly Distinguished School" based on standardized test scores. We have received this "John Irwin Award" and distinction for the past six years.

Because of our high academic status, Pine Grove is a school that often welcomes college students to do observations for their coursework. Teachers are always willing to have these prospective teachers in their rooms. We have two staff members who are certified writing trainers with "Step Up to Writing" and we often have committees from other schools come to observe writing lessons with them. These teachers are also given time to travel and train other staffs. Pine Grove is the home of twelve digital mentors and mentees who regularly teach technology classes open to staff from all over the district. Recent classes have been on notebook software, class websites, SmartBoards, I-photo and other MAC applications.

Our classified staff also teach classes for classified staff all over the district. Recent and regularly taught classes have been on creating a positive culture in schools, behavior management and the roles and responsibilities of educational assistants. We are very proud of all of our staff for the active participation that is displayed at the district level.

If awarded Blue Ribbon School status, Pine Grove will notify the community through our newsletter and announcements. We will further notify the schools within the district and surrounding communities through district communications and the local media.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. **Curriculum:**

Pine Grove delivers a standards-based curriculum based on state frameworks and GLEs incorporating flexibility into the delivery in order to provide for remediation or enrichment experiences. Our reading curriculum at Pine Grove is based on a balanced literacy model. personal, intellectual and social. These skills help students find, interpret, manage, make sense of and use information. Instruction is delivered both in whole group and small group settings. Much of the text is supported with audiocassettes for students unable to read independently. Students are introduced to literature early through read alouds. Students read books, and through AR assessments, they are able to demonstrate how they comprehend text. As a school, we feel independent reading success is crucial for producing motivated, passionate, life-long readers, and we attribute our success to our systematic approach that builds on skills from year to year.

**Writing:** Skills and expectations increase as students' progress through the grades. Intervention is provided for students who need extra help meeting the standard.

**Mathematics:** It is a structured approach to skills, strategies, and problem solving. This encourages students to learn and master basic facts so they can apply them in problem solving situations. SuccessMaker Enterprise (SME) again provides additional opportunities (K-8) to meet student needs. This computerized program supplements math instruction; allowing for remediation and enrichment opportunities for all students based on their needs.

**Social Studies:** history, economics, geography, and civics. As they grow these same concepts are applied to the community, the local city or town, the state, the country, and finally, sixth grade students explore the same concepts in the western hemisphere.

**Science:** physical science, life science, and earth systems science. Pine Grove uses an inquiry-based, hands-on approach that allows students to apply their knowledge of the scientific process. Each grade level focuses on specific contents.

**Visual and Performing Arts:** They meet five days a week every third week for art, music (both vocal and instrumental), physical education, technology, and Chinese. Every project is based on the elements and principles of art. Pine Grove students have participated in regional, community and district art shows. We have also, through private funding raised by the art department, been able to hire an internationally known sculptor who will work with our students to create a sculpture for our school. Technology combines classroom and lab experiences that enhance student learning. Projects are coordinated between the technology teacher and the classroom teachers. Music allows students to learn and appreciate all aspects of music and to participate in concerts both through instrumental and vocal venues. Chinese provides the opportunity to learn about the language and culture of a world power. This class provides a foundation for further study in middle and high school.

**Physical Education:** Pine Grove's physical education offers opportunities for personal growth, team building, individual physical fitness, and recreational sports. Students can choose to participate in Kids Run America, Cup-Stacking, Jump Rope for Heart, and Hexathlon.

### 2a. **(Elementary Schools) Reading:**

(This question is for elementary schools only)

Our reading program provides rigor, has high expectations, and provides opportunities for all to learn through a multi-faceted instructional approach. Literacy Place. This well-rounded program offers phonics, a sequential skills approach, and a diverse selection of literature containing both fiction and nonfiction materials. Small group differentiated instruction is accommodated through an extensive K-8 guided reading library based on Gay Su Pinnell's leveled reading materials. Independent reading is monitored and assessed based on

Accelerated Reader. Literacy has always been a priority at Pine Grove because we feel it is the foundation for success in all other content areas. Identified special education students are supported through our SPED team and students who need short term intervention are put on an Individual Literacy Plan and work with a literacy specialist and classroom teachers to support reading growth. For students identified as needing extra challenge, cluster groups are formed for Gifted/Talented students and materials like Junior Great Books, Socratic Seminars or using in-depth literature studies provide opportunities for higher order thinking skills.

### **3. Additional Curriculum Area:**

Technology is an integral part of Pine Grove. We have a computer lab and each class rotates through the lab on a weekly basis. Our certified technology teacher takes this time to teach the technology standards through classroom assignments and projects. Students are shown how to research and learn what constitutes a good, reputable website.

We have had several technology grants awarded to our school that have equipped us with eight SmartBoards and projectors to bring technology into the classroom. Our Parent/Teacher organization has given thousands in grants to teachers to purchase document cameras, projectors and laptops so that students have more hands-on experience with technology.

We have more and more teachers accepted each year into the district Digital Mentor program, to empower them with the necessary skills in order to allow technology to be the effective tool for teaching and learning that it can be. At Pine Grove, we know that technology is not a substitute for good teaching, but a tool to enable students to be prepared for the 21st century.

### **4. Instructional Methods:**

All successful schools must differentiate instruction in order to meet the needs of students. Pine Grove does this well.

For the primary grades, instructional aides pull small groups, under the direction of the teacher, in order to re-teach literacy and math skills. Guided reading instruction enables teachers to structure teaching to individual and small group needs based on running records and other informal assessments. Colorado mandates Individual Learning Plans for students not meeting grade level benchmarks in reading. We use the Developmental Reading Assessment (DRA 2) as the basis for these plans and have a full-time reading specialist who meets four times a week with students on ILPs for skill development and comprehension strategies. We progress monitor using the DIBELS.

For the intermediate grades, instructional aides continue to re-teach small groups of students who need extra time to master skills in academic areas. Based on state standardized tests, we employ a retired teacher to teach writing skills and organization to students who miss the state grade level benchmarks. This intervention is put into place for five months and we have seen incredible growth in writing skills with these "on the fence" students. We also have our learning specialist who teaches fluency and comprehension strategies to our ILP students in the upper grades.

Pine Grove has a strong Response to Intervention (RtI) program where we put research-based strategies into place for students when they are struggling. We utilize specialists and progress monitoring to be sure that our strategies are making a difference.

On the other end of the spectrum, we also write Advanced Learning Plans (ALP) for students who need more enrichment than the regular classroom can give. We have a specialist that works with our advanced students to promote their areas of strength and to see that they are challenged and achieve their potential.

## **5. Professional Development:**

The professional development at Pine Grove is data driven and coincides with our School Improvement Plans each year. For example, for the past two years, our school placed its emphasis on writing: last year on closing the achievement gap between boys and girls, based on our standardized test data and class writing anchors and this year on grammar and conventions.

Professional Development last year emphasized how to reach boy writers and help them become stronger and more skilled. We conducted an in-service on brain research and learned how brain development in boys and girls differs. We then, likened this to writing and how we needed to differentiate our instruction to better meet the needs of boys. We also spent time at each staff meeting reviewing research on boy writers and sharing together what we had learned. We narrowed the gap in writign between boys and girls and we attribute this to our professional development over the course of the year.

Professional Development this year is focusing on grammar and mechanics as necessitated by our data. We found this to be an area of weakness for our students. We have brought in a presenter that shared research-based strategies on teaching grammar utilizing colors and shapes, appropriate for all grades. Teachers found it usable and intriguing and are using it in classes. Students are finding it understandable and are improving their ability to construct meaningful sentences that are grammatically correct. We are already seeing positive results on class assignments.

## **6. School Leadership:**

Pine Grove's leadership style is collaborative in nature. We have a teacher leadership team, consisting of one teacher per grade level, a specials teacher, a special education teacher, the technology teacher, our building resource teacher and a classified employee. Both the principal and assistant principal are a part of this leadership team. We meet monthly to make school decisions and to discuss issues that arise. The agenda for each meeting originates from the principal, with input from the entire team. The principal facilitates the meeting and is sure that all voices are heard throughout our time together. The principal consistently refers back to our School Improvement goals when we discuss professional development and budget decisions. All input is considered and the administrative team, principal and assistant principal, then make the appropriate decisions. Consensus is encouraged but not mandated; however, support is expected for each decision.

It is at this meeting that new interventions for student achievement are presented for teachers to discuss and bring back to their teams. Progress of existing interventions is shared and discussions take place to make these better and more productive for students. Community events are shared and involvement at these is encouraged.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CSAP

Edition/Publication Year: 2000

Publisher: MacGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	87	100	88	90	85
% Advanced	46	65	54	51	39
Number of students tested	106	76	111	110	84
Percent of total students tested	100	100	99	97	99
Number of students alternatively assessed	0	0	1	3	1
Percent of students alternatively assessed	0	0	1	3	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	60				
% Advanced	20				
Number of students tested	20				
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced				70	
% Advanced				60	
Number of students tested				10	

Notes:

The largest other subgroup is Asian/pacific Islander

No desegregated data on these subgroups was available for 2004-2005 on the district website.

Subject: Reading  
Edition/Publication Year: 2000

Grade: 3 Test: CSAP  
Publisher: MacGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	96	93	96	89
% Advanced	14	9	19	15	8
Number of students tested	107	76	111	109	85
Percent of total students tested	100	100	99	97	99
Number of students alternatively assessed	0	0	1	3	1
Percent of students alternatively assessed	0	0	1	3	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	65				
% Advanced	5				
Number of students tested	20				
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Largest other subgroup is Asian/Pacific Islander. Desegregated data for 2004-05 not available on district website.

Subject: Mathematics  
Edition/Publication Year: 2000

Grade: 4 Test: CSAP  
Publisher: MacGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	93	96	84	91
% Advanced	53	43	38	32	44
Number of students tested	72	100	112	87	97
Percent of total students tested	100	99	97	99	100
Number of students alternatively assessed	0	1	3	1	0
Percent of students alternatively assessed	0	1	3	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				20	
% Advanced				10	
Number of students tested				10	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Largest other subgroup is Asian/Pacific Islander. No desegregated data available for 2004-05 on district website.

Subject: Reading  
Edition/Publication Year: 2000

Grade: 4 Test: CSAP  
Publisher: MacGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	95	94	89	92
% Advanced	14	12	11	6	21
Number of students tested	72	100	112	87	97
Percent of total students tested	100	99	97	99	100
Number of students alternatively assessed	0	1	3	1	0
Percent of students alternatively assessed	0	1	3	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				30	
% Advanced				0	
Number of students tested				10	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Largest other subgroup is Asian/Pacific Islander. Desegregated data for 2004-05 not available on the district website



Subject: Mathematics  
Edition/Publication Year: 2000

Grade: 5 Test: CSAP  
Publisher: MacGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	98	83	90	90
% Advanced	60	64	47	63	45
Number of students tested	104	100	94	100	112
Percent of total students tested	99	97	99	100	100
Number of students alternatively assessed	1	3	1	0	0
Percent of students alternatively assessed	1	3	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced			8		
% Advanced			0		
Number of students tested			12		
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Largest other subgroup is Asian/Pacific Islander. No desegregated data available for 2004-05 on district website.

Subject: Reading  
Edition/Publication Year: 2000

Grade: 5 Test: CSAP  
Publisher: MacGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	96	84	96	96
% Advanced	18	23	17	21	15
Number of students tested	104	100	93	100	112
Percent of total students tested	99	97	99	100	100
Number of students alternatively assessed	1	3	1	0	0
Percent of students alternatively assessed	1	3	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced			8		
% Advanced			0		
Number of students tested			12		
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Largest other subgroup is Asian Pacific/Islander. Desegregated data for 2004-05 is not available on district website.

Subject: Mathematics  
Edition/Publication Year: 2000

Grade: 6 Test: CSAP  
Publisher: MacGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	84	82	93	87
% Advanced	57	39	43	50	39
Number of students tested	95	87	105	106	98
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Largest other subgroup is Asian/Pacific Islander. No desegregated data available for 2004-05 on district website.

Subject: Reading  
Edition/Publication Year: 2000

Grade: 6 Test: CSAP  
Publisher: MacGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	92	97	100	95
% Advanced	30	23	31	23	22
Number of students tested	95	87	105	106	98
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Largest other subgroup is Asian/Pacific Islander. Desegregated data for 2004-05 not available on district website.